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ABSTRACT

The Confidence Course is a program of physical activities which seeks to improve individual self-image and to develop initiative and resourcefulness while promoting feelings of trust and good will within a group. General guidelines and procedures include safety considerations as well as common sense in activity selection and a perspective of success for all rather than competition among group members. Activities are carefully sequenced as to difficulty, and group discussion periods between activities allow participants to verbalize together what they have learned. Five major categories are 1) group activities requiring cooperation and teamwork but a small amount of trust, 2) group activities requiring high amounts of trust, communication, and teamwork, 3) activities involving two people and requiring communication and cooperation, 4) individual activities promoting self-confidence and/or trust in others, and 5) individual activities requiring a high degree of self-confidence and/or trust in others. Specific instructions for each activity include materials needed, objectives, instructions to participants, and safety procedures and teaching hints for the instructor. Sample activities are beams, cable cooperation, flea hop, trust fall, and welcome aboard. (MM)

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Montgomery County Public Schools

confidence course instructor's guide

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MESSAGE TO INSTRUCTORS

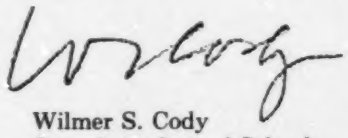
Concern for individual fulfillment is central to all aspects of education. It is the responsibility of an educational institution to provide constructive and beneficial activities that are challenging and rewarding and that develop confidence, self-reliance, and a positive attitude. Today when young people are presented with many alternative ways of spending their time, some of them of a negative nature such as using drugs and exhibiting antisocial behavior, the school must provide activities that are of value to both the individual and society. Activities that provide safe adventure with a high perceived risk and high reward are far more desirable than adventurous activities that are dangerous and of negative social value. The Confidence Course of the Lathrop E. Smith Environmental Center is designed to help achieve this by allowing persons of different abilities to take part in many physically and mentally challenging experiences.

The primary purpose of the course is to offer situations in which participants are challenged to think creatively and use physical abilities to solve a problem or achieve a goal. Furthermore, since feeling a part of a group and contributing to its success are desirable and important, the course is designed to foster group interaction and responsibility. Thus, the success of an individual becomes the success of the group, and the achievement of the group is possible because of individual effort. As participants strive and extend themselves, they achieve satisfaction and help build positive self-concepts, confidence, and trust in others.

The activities encourage and foster leadership and provide a place where new ideas can be put to a practical test. They offer a testing ground in which there are no pat answers. Just as importantly, people see that strong supportive roles are essential for the success of the group and that people must often rely on others and trust them to achieve the group goal.

A valuable ingredient of the Confidence Course is the enjoyment which is inherent in attempting the different events. The laughing, backslapping, cheering, and encouragement are all integral parts of the total experience, and without them, success could be measured only in terms of tasks completed. The fellowship and laughter enhance the experience and do much to make it profitable to both the individual and society!

While the perceived risk for some events on the Confidence Course may be great, properly conducted activities eliminate the possibility of real danger. The apparent danger often adds to the excitement of events, but enthusiasm quickly disappears if someone is hurt. Safety should always be of overriding concern. Consequently, activities may be conducted only by qualified instructors who have participated in a Montgomery County Public Schools' Confidence Course Instructor's Workshop, which this guide is designed to facilitate. Followed carefully, it will help assure a profitable experience for you as well as your students.



Wilmer S. Cody
Superintendent of Schools

Montgomery County Public Schools

confidence course instructor's guide

The Confidence Course is located at the Lathrop E. Smith Environmental Education Center, 5110 Meadowside Lane, Rockville, Maryland 20855 (phone: 301-924-2626).

Montgomery County Public Schools
Rockville, Maryland
1984

Instructional Objectives

The instructional objectives for students participating in the Confidence Course are to:

- Take part in activities which promote a positive self-image and cooperative, helping behavior among group members
- Increase self-confidence and a feeling of accomplishment from one's efforts and achievements
- Increase awareness of how one's physical and mental abilities can be vital resources for helping others and for group success
- Develop and use initiative, resourcefulness, leadership, imagination, and creativity in dealing with mentally challenging situations
- Promote feelings of trust, caring, and good fellowship among group members
- Increase strength, agility, balance, and coordination in dealing with physically challenging situations

General Guidelines and Operating Procedures

As an instructor on the confidence course, you are responsible for providing your group with as successful an experience as possible. You can accomplish a great deal toward this goal by being totally aware of what directions and precautions you need to take as instructor and knowing what's expected of participants. First and foremost, you must ensure the physical safety of each person. If you are safety conscious and emphasize safety from the beginning, you will minimize the possibility of injury and instill confidence in the group. A feeling of physical security will allow each member and, in turn, the group to operate more freely and perhaps venture more in situations where they normally would hold back.

The following guidelines will help you provide for the safety of your group:

- Establish the fact that safety is important and that you will not allow anyone to do something which might injure himself/herself or someone else.
- Emphasize that there is no running or jumping on any event. (There is one limited exception to this, and it is mentioned in the description of the Wall.)
- Visually check and ask that group members remove articles of jewelry, e.g., dangling earrings, bracelets, etc., and items from pockets such as combs, brushes, and pencils, which could cause injury.
- Check the area in which each event will take place and remove rocks, branches, glass, and other objects that are potentially dangerous.
- Check all ropes and cables for signs of wear or vandalism before using.
- Demonstrate individual events and take a fall or two to emphasize the need for alertness and the importance of spotting.
- Be sure that spotters are properly placed and that they are paying attention to the task at hand. Have all participants who are not actually doing the event spotting.
- Point out the difference between spotting for a person and helping him/her by actually holding on and providing support. The feeling of accomplishment is much greater if an event is done without physical support.
- Be aware of the effects of weather on events that may become slippery and dangerous, e.g., Balance Beams, or Flea Hop. Skip these if their safe use is questionable. If you are unsure if an event is safe, a good way to decide is to do it yourself with spotters in position.
- Avoid activities which are dangerous because they are beyond your group's ability level. Stop an event if the group is getting out of hand or not paying attention. Do not get carried away by the group's enthusiasm. In other words, always *use good common sense.*
- Avoid the idea that the events are competitive. The objective for each event is to have everyone succeed.
- Have participants count off for individual events. Start with a different number sometimes.
- Allow the group time to solve the problem on their own. You may already know a better way, but you will minimize the group's feeling of achievement by imposing your solution.
- Be a good model in all that you do from picking up litter to providing oral encouragement. Remember we teach more with our actions than we do with our words.

Confidence Course Activities

(Only those events which are italicized should be done with sixth grade students.)

Initial Group Activities
The Name Game (optional)
Trust Circle (essential)

Group Activities Requiring Cooperation and Team Work but Small Amount of Trust

All Aboard	*Marching Machine*
Alligator Crossing	*Reactor Reload*
Canyon Crossing	*Rim Walk*
Chute Out	*Roly Poly*
Double Dipper	*Traffic Jam*
Hand Scramble	*Welcome Aboard*

Group Activities Requiring High Amount of Trust, Communication, and Team Work

Beam	Moon Walk
Doughnut (low high)	*Nitro Crossing**
Electric Fence	*Wall (low* high)
Giant Spider's Web	Water Wheel
Magic Carpet	

Activities Involving Two People and Requiring Communication and Cooperation
Cable Cooperation
Cooperation
Pass and Go Balance Beam
Triangle Traverse

Individual Activities Promoting Self-confidence and/or Trust in Others

Balance Beams	*Swinging Balance Beam (short* long)
Bosun's Chairs	*Tire Mountain*
Commando Crawl	*Tire Traverse*
Electric Tunnel	*Two-Line Bridge*
Fire Escape	*Up and Over*
Flea Hop	

Individual Activities Requiring High Degree of Self-confidence and/or Trust in Others

Chimney Sweep	Log Ladder
Fidget Ladder	Steeplejack
Inclined Balance Beam	Trust Fall
Jacob's Ladder	

*May be used with sixth grade students only in warm weather.

Sequence of Activities and Safety

Properly conducted activities on the Confidence Course promote trust, caring, and esprit among group members, and provide opportunities for personal growth. For this to occur, it is necessary to carefully plan not only the specific events but also the sequence in which the events are to be experienced. The instructor's role is to provide physically safe but challenging experiences and, at the same time, do whatever is necessary to assure psychological success.

Some group activities seem to foster group spirit better than others. It is important that the day's activities begin with such events. This leads to the group's support for individual members later when they are trying an event by themselves.

A common mistake is to move into the individual events too quickly and to spend too much time on them. This practice is often a detriment to the growth of the total group. Generally speaking, using three group activities for every individual activity works well the first time on the course. The 25 percent of the time spent on individual events should be scheduled near the end of the total experience. The reasoning behind this 3-to-1 ratio is that during the group activities, the whole group is pooling its resources toward one common goal, everyone is involved, and the group is being united. On the other hand, an individual event requires the other members of the group to wait their turn. While the rest of the group is waiting, they are spotting and, ideally, are vicariously sharing in and supporting the performance of the one active member. This support is strongest when groups have had a chance to solve problems jointly and consequently empathize with each other. By starting with a series of group activities, the students have the opportunity to build group identity, which promotes group support for individual members.

Typically, groups start with the Name Game followed by the Trust Circle. Whether or not the Name Game is used, the Trust Circle should always be the first physical event undertaken. This is because it not only begins to develop trust and confidence among group members but also teaches them the spotting techniques they will need to use in many subsequent events. The Trust Circle should be followed by group events requiring little mutual trust and eventually by events that require a great deal of trust. During the time of minimum skill, low-trust events, the instructor must evaluate the group in terms of what events to move to next. If, in the instructor's judgment, the group cannot safely meet the demands of a particular event that would naturally follow, then that event should be deferred until the group can safely undertake it. No event should be attempted unless the instructor feels that the actual risk is virtually nil.

The instructor must know the individual events thoroughly in order to evaluate which ones are suited to the group's level of readiness. For example, the Wall, a physically demanding event, should never be the first group event because the members are generally at a low level of group identity, and the instructor has not had enough experience with the group to evaluate their ability adequately. In order to establish the desired foundation of trust and cooperative behavior, the sequence of events must be carefully planned and carried out.

Group Processing

A confidence course experience almost always is looked back on as fun. Frequently, students also remember specific things they learned. A day of confidence course activities overflows with opportunities to learn, and a good instructor will take advantage of them. It is easy for students to see the things that have happened that have been fun, but frequently, they may be unaware of their or a group member's role in many of the successes of the day. For that reason, it is important for the group leader to take the time to help the group maintain an appropriate level of self-awareness. This can be done by processing the day's experiences as a summary activity at the end of the day or, better yet, as an ongoing process throughout the day.

The leader can help the group process its experiences in stages throughout the day by stopping periodically and allowing participants to work through their experiences verbally. The needs of the group determine the frequency of discussion sessions. Groups that are having a rough time may need to stop at each step in an activity, while other groups may need only a wrap-up at the end of the day. The leader's responsibility is to help group members become aware of what the group is doing and what each individual's role has been, not to be the director or the reporter of progress. As with any learning experience, students will remember more if they discover it for themselves.

Getting the participants talking about the activities can be done many ways. Sometimes their excitement runs so high that it's difficult getting them to stop talking. The first guideline here is to provide an atmosphere in which each member feels safe. Group members will not risk sharing their feelings until they feel relatively secure. For that reason, discussions are often slow at first. As the helper, the leader provides for the group's security by laying out ground rules for discussion in much the same way as he/she would set down the rules for physical safety. Here are suggestions:

- All discussions take place in a circle so each person can see all other group members.
- One person speaks at a time. The group leader determines who speaks next.
- The group leader has the responsibility to follow the discussion and redirect or stop it if it becomes destructive.
- Everyone has the right to express his/her feelings, but this should be done in positive terms so as not to be viewed as a put-down.

The leader/helper must remain in control to maintain the necessary assurance of safety. The amount of structure imposed will vary from group to group. The leader needs to evaluate the group initially and decide on the level of structure. It is much easier to begin with a high level of structure and loosen up than vice versa.

A simple way to get discussions started is to have each group member make a positive statement about the previous activity. It can be as specific as one thing that he/she did to help the group or a statement as to another person's contribution. In either case, every person has to participate. A person can be allowed to pass initially, but he/she has to come up with an idea before the group goes on. To help out, it is sometimes feasible to allow other group members to make suggestions. Another way of getting started is to have members list in order the steps they took to accomplish the task given them in the preceding event.

As the group becomes accustomed to these discussions, the leader will probably have to do less to get things started as members take the initiative. If discussion rules are enforced, more risking will take place, and more meaningful things will be said. It is possible at this point to perhaps allow the group to deal with sensitive issues such as how to involve a reluctant or fearful person, what kind of feelings evolve when one person takes over, or what to do when a person fails.

Discussions that help individuals become more aware of what is taking place within the group increase the potential for learning. Every group is different, and the group leader must do his/her best to evaluate and provide support as necessary. The overriding concern, however, is always safety. The leader must maintain an assurance of safety, both physical and emotional, for all participants, to encourage them to venture in activities and discussions.

The Confidence Course as a Human Relations Activity

The Montgomery County Board of Education requires and provides for one and one-half days annually for all Montgomery County Public Schools staff to devote to human relations issues and activities.

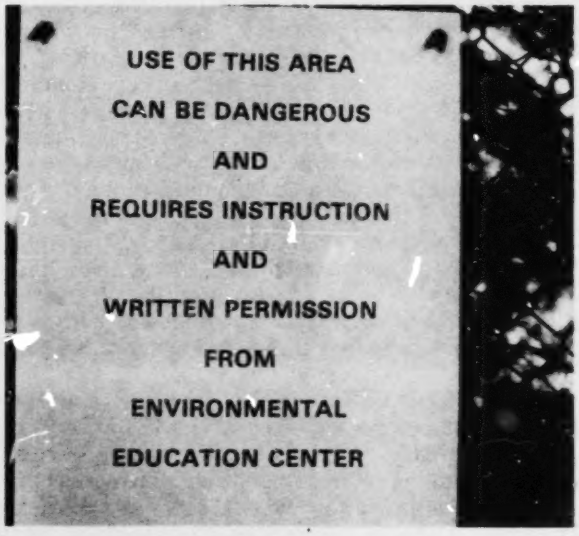
The Confidence Course at the Lathrop E. Smith Environmental Education Center provides a vehicle for staffs to participate in a series of activities that can be used to stimulate and improve human relations. Because of the variety and number of activities available, the Confidence Course can serve a wide spectrum of audiences and objectives. Even though the majority of users of the course are MCPS students between the ages of 11 and 17 years, there are many activities that can be used with any age group. It is very easy to alter the sophistication of certain activities to accommodate diverse participants. The physical difficulty of some events can also be modified to suit the ability and interest of the group.

The Confidence Course activities which lend themselves to human relations experiences are basically group oriented. They are designed to encourage and foster group interaction and to promote feelings of trust, caring, and esprit among group members. Participants are exposed to situations where they may develop and use initiative, resourcefulness, leadership, imagination, and creativity. This occurs by providing each group with a series of problems or challenges to work through. These problems require the group to work together to arrive at a solution. The solution can be arrived at only after the group has processed ideas posed by different members. Solutions always involve every group member and the physical manipulation of props and/or group members. It is not unusual for a group to have to cope with some frustration and initial failure or to attempt several proposed solutions before achieving success.

Because these activities are carried out at the Smith Center and the problems encountered in the groups do not relate directly to the problems that arise during the regular work day, they are nonthreatening. This allows all participants to feel safe and become totally involved in the activities. Inhibitions that exist are often forgotten, and group members find themselves learning new things about old colleagues, and making new friends of people they have worked with but known only superficially. Moving to a neutral site and working with new problems often allows group members a chance to see a likeable side in a person who has earlier caused them problems or created negative images. Many times, people who have not gotten along or been able to relate well in a work situation find their opinions changing and realize that it really is possible to work together with a seemingly difficult person to reach a common goal.

The confidence course allows for a tremenduous amount of flexibility in planning for a group. Activities can be set up to be general enough for an entire staff, or specific enough to meet the needs of a small working unit. Smith Center personnel can help a school plan for activities that fit its staff's needs and desires.

For more information, contact the supervisor of outdoor education programs at the Smith Center, 924-2626.



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(Only those events which are italicized should be done with sixth grade students.)

All Aboard

This event has one 2′ x 2′ board or a tree stump of about the same size not more than 1′ high.

Performance Objective: To get all the participants on the board or stump for at least 10 seconds

Instructions to Participants:

- All participants must get on the stump at one time for 10 seconds.
- The instructor will determine the length of time and count the seconds aloud beginning when all feet are off the ground.
- Everyone must be in contact with the stump.

Safety Procedures and Teaching Hints for Instructor:

- Members of the group not on the board spot as other members get aboard, after which you have the sole responsibility for spotting.
- Members should be cautioned to step down quickly after losing their balance so as not to cause the whole group to fall.

Alligator Crossing

This event consists of 2 square plywood boards that are placed 25′ apart to represent the banks of an alligator-infested swamp. Three boards of different lengths (1½′, 2′, and 2½′) are used to represent supplies of food, tents, and medical equipment.

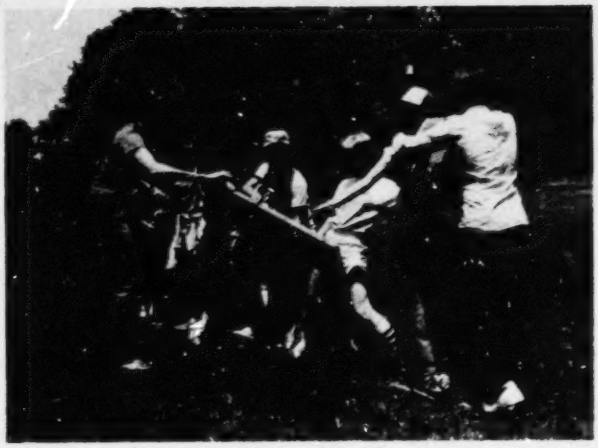
Performance Objective: To transport the group, all at one time, across the "swamp" using only the three boards

Instructions to Participants:

- The entire group must cross at one time, using the three boards.
- The three boards or supplies must also be transported from one side to the other.
- Participants must be in contact with a board at all times while in the swamp. If anyone falls or steps into the swamp, the group must start over.

Safety Procedures and Teaching Hints for Instructor:

- Do not allow participants to climb onto shoulders or backs.
- Watch the group closely to determine where you must spot to prevent the group from falling if balance is lost.
- The activity may be altered to best suit the group. The swamp may be widened or narrowed depending on the group's ability. You may also add a fourth board if the group is too large (nine or more).



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Balance Beams

There are two separate beams: one is a zigzag in 3 sections, 24′ long, and 1½′ off the ground; the other is a straight line in 5 sections, 24′ long, with 3 different elevations of 1′, 2′, and 3′. The walking surface of each beam is parallel to the ground and consists of a 6″ wide flat surface with an adjacent 2″ wide surface that is 2″ higher.

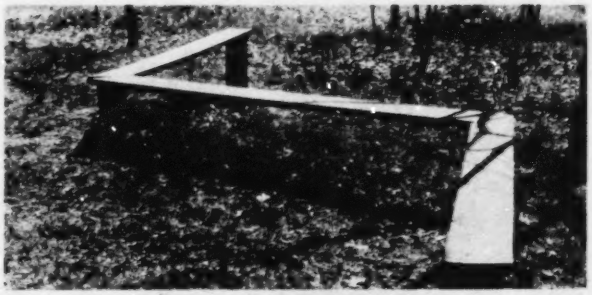
Performance Objective: To traverse the length of the beam without falling off

Instructions to Participants:

- Each participant must walk upright from one end of the beam to the other.
- Use the 2″ surface and try to stay on that surface.

Safety Procedures and Teaching Hints for Instructor:

- You should assist the participant getting on and off the beam and not allow jumping on or off the beam.
- Spotters should be on each side of the beam and should stay with the participant as he/she moves along the beam.
- To make the zigzag balance beam more challenging, two participants can begin at opposite ends and then figure out how to pass each other. Remind spotters not to pass but to return to the starting point with the other participant.



Beam

This event consists of a horizontal log (8″ in diameter and 10′ long) secured between two trees 7′ above the ground.

Performance Objective: To get all members of the group over the beam

Instructions to Participants:

- All members of the group must go over the beam and down the other side, landing gently, without penetrating an imaginary plane extending from the beam to the ground.
- No aids except the members of the group may be used.
- The trees should not be touched.
- Once a person is over the beam, he/she may help other participants only when they are coming off the beam.
- Not more than three people may be on the beam at the same time. If members of the group are placed on the beam to help others across, arrangments must be made to hold onto them at all times while they are on the beam.

Safety Procedures and Teaching Hints for Instructor:

- Two spotters should be on each side of the beam. The spotters on the finishing side of the beam should be ready to spot people coming over the beam. After two members have crossed the beam, they should become spotters and allow the two original spotters to join the group and cross over the beam.
- Jumping from or standing on the beam is not allowed.
- You can best supervise this activity by standing in front of one tree under the beam and facing the activity.
- If the group decides to place members on the beam to help others across, spotters should be instructed to tightly hold one ankle of each helper on the beam to keep him/her from falling if he/she is pulled off balance.
- If the group is having great difficulty, you can eliminate the imaginary plane under the beam. (See first item under "Instructions to Participants.")

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Bosun's Chairs

This event consists of pre-drilled wooden blocks (3½" x 12" x 1½") suspended by a rope hanging from a cable, 8' to 10' high, that is attached to 2 trees. There are from 6 to 10 blocks which vary in distance from the ground.

Performance Objective: To travel from one end of the event to the other, using only the bosun's chairs

Instructions to Participants:

- Each member must traverse bosun's chairs, standing in them.
- Hands should be used to hold onto supporting ropes but not the cable.
- Spotters should keep hands in front of themselves at all times for their own protection. They should be extremely alert and prepared at all times to spot or protect themselves from flying bosun's chairs and/or feet.

Safety Procedures and Teaching Hints for Instructor:

- At least four spotters should be used; two in front of the participant on each side, and two in back on each side, moving with him/her.
- You should hold chair being left to prevent its snapping up and possibly injuring spotters.
- Spotters should assist participants onto and off chairs.
- Depending on the time available and the energy of the group, you may shorten this event by reducing the number of chairs used.

Cable Cooperation

This event consists of eight posts, about knee-high, with two steel cables strung from one to the other in a particular pattern.

Performance Objective: For two persons to stand on cables with only hands touching and walk sideways from one end of the cables to the other

Instructions to Participants:

- Two at a time, you must walk along the cables opposite each other and stand on the posts at the wide end.
- Start at the end where the cables are closest together, lean forward, and touch only the other person's hands. Don't lock fingers with your partner, but keep palms flat.
- If you fall off, get on again in the same place and continue from there.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should stand behind each participant.
- Participants should lean forward with their entire bodies, trusting their weight to their partner. This is essential at the wide end of the event.
- You should spot from middle of event just preceding participants, and another spotter should follow participants on inside of cables.
- Standing on the posts at the end is easier to accomplish if participants push off firmly from each other at the count of three. Demonstrate this if participants have difficulty.
- At the wide end, spotters should position themselves to catch the participants if they fall inward.

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Canyon Crossing

This event consists of 6 cinder blocks arranged in a particular pattern, two 8′ boards, and one 6′ board.

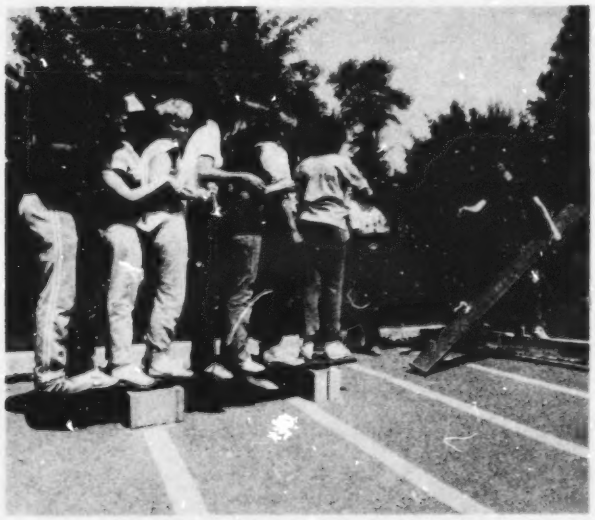
Performance Objective: To transport a group, all at once, over a "canyon" using only three boards

Instructions to Participants:

- The entire group must cross the canyon at one time using only three boards.
- Boards may be placed only on cinder blocks in crossing.
- If participants or boards touch the ground, the group must begin the crossing again.

Safety Procedures and Teaching Hints for Instructor:

- You should caution group to be careful to avoid getting splinters and mashing fingers in passing boards and placing them down.
- This event can be made more challenging by requiring that all boards be brought with the group.
- You should assist in placing boards on cinder blocks as directed by the group.



Chimney Sweep

This event consists of 3 large metal drums (2½′ x 1½′) welded together and arranged vertically within a wooden frame.

Performance Objective: To climb up through the chimney and out the top

Instructions to Participants:

- Each person must climb up the chimney.
- Participants may assist each other from the bottom but must leave the chimney after losing contact with the climber.
- After a person reaches the top of the chimney, he/she may help the next person, but no more than one person may be on the platform with the instructor.
- Students may not remove shoes or clothing.
- After reaching the top, rest before climbing down.
- Group members on the ground should spot people climbing back down.

Safety Procedures and Teaching Hints for Instructor:

- You should spot from the top of the platform so that the entire climb is easily viewed for directions, encouragement, or assistance.
- Remind participants assisting from the bottom to clear the chimney once they lose contact with the climber.
- Allow climbers to rest at the top of the chimney and remind them to climb down carefully.

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Commando Crawl

This event consists of a thick manila rope stretched horizontally between 2 trees at a height of about 6'.

Performance Objective: To lie on the rope in the demonstrated fashion, pulling oneself from one end to the other

Instructions to Participants:

- All participants must crawl along the rope from one end to the other.
- Lie horizontally on the rope pulling with arms, with one foot hooked over the rope and the other dangling for balance. The instructor will demonstrate the proper technique for crawling.
- Tuck in all clothing, hair, and anything that could become entangled.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should be on each side of the rope, moving along with the participant.
- If a participant rolls off of rope, spotters should break his/her fall and allow the participant to lower himself/herself to the ground.
- To dismount, a participant should indicate to spotters which way he/she will roll off and, then, in a controlled manner, roll into the arms of the spotters.

Chute Out

This event consists of four large metal drums welded together and arranged on a 40° incline with a platform at the bottom.

Performance Objective: For the entire group to climb up through the chute and out the top

Instructions to Participants:

- Everyone must climb up through the chute and out the top.
- After a person emerges from the top of the chute, he/she may help the others from the top.

Safety Procedures and Teaching Hints for Instructor:

- You should spot from the top of the chute until half of the participants emerge, and then join the group at the bottom to aid in spotting.
- Remind the participants assisting from the bottom to beware of climbers slipping back down through the chute.
- Caution participants against slipping down the hill while waiting for the last climbers.
- Do not allow participants to slide down the chute.

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(Only those events which are italicized should be done with sixth grade students.)

Cooperation

Participants sit back to back with arms locked at the elbows with their partner(s).

Performance Objective: To go from a sitting position to a standing position with different numbers of participants

Instructions to Participants:

- The object is to sit down in two rows back to back, locking arms at the elbows with the person behind, and then rise to a standing position.
- Feet should be close to the buttocks and firmly planted on the ground.

Safety Procedures and Teaching Hints for Instructor:

- A helpful hint is to tell the participants to keep their backs firmly pressed together.
- Participants should remain sitting upright while executing this event.
- More than two people may participate in this activity. A new member may be added to the set each time the activity is performed, going from groups of two to groups of three, then four, etc., until the entire group tries to stand at one time.

Double Dipper

This event consists of a 2" x 12" x 12' board attached in the center to a 2' fulcrum, like a seesaw. A step is provided in the middle.

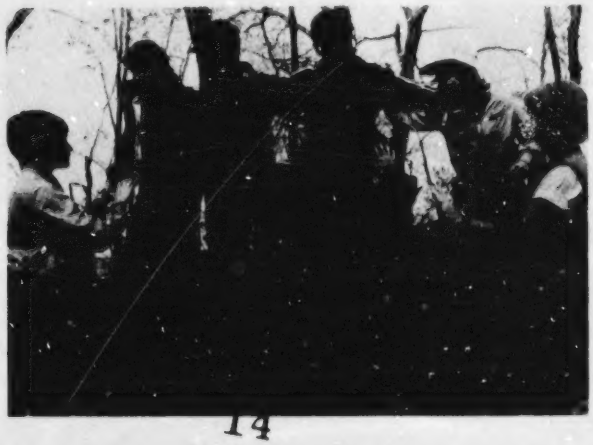
Performance Objective: To get half of the participants to stand on the board and balance it for at least ten seconds

Instructions to Participants:

- The object of the event is to balance the board with half of the group on it for ten seconds. The other half will spot.
- The instructor will count the seconds aloud starting when the board appears to be balanced with the group on it.
- Step onto the board from the tree stump in the middle and get everyone on before trying to balance the board.
- Get off the board slowly at the low end only after the instructor tells you to.

Safety Procedures and Teaching Hints for Instructor:

- Spot from one end of board where you can control it, if necessary, and see both ends. When the board appears to be balanced, start counting aloud with the number *two*.
- Do not hold the board except when the event is completed and participants are getting off.
- Position half of the participants around the board to spot at either end and at the front and back sides.
- Remind participants that no jumping off the board is permitted. The whole group should move to the low end and walk off carefully after the activity is finished.
- If the group is having difficulty, suggest that only one person move at a time or that everyone sit rather than stand.



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*Doughnut (low/*high)

The doughnut consists of a 10′ to 16′ pole with a diameter small enough to slip a tire over.

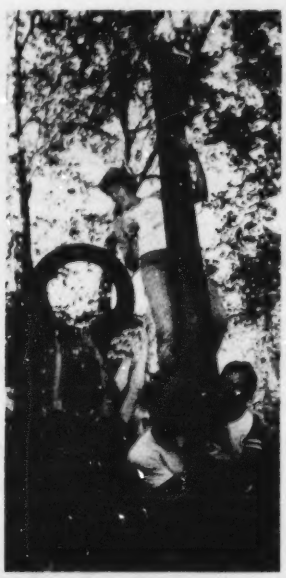
Performance Objective: To get one half a tire up and off the pole, lower the tire to the ground, and replace it

Instructions to Participants:

- The members of the group must get the tire up and off the pole, touch it to the ground, and replace it, outside up. The tire must be lowered to the ground, not thrown or dropped. No aids other than participants may be used.
- If members decide to make a human pyramid, it may not be more than three people high.
- Spotting is extremely important. Anyone not directly involved should be spotting at all times.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should surround participants around the pole, keeping arms up, ready to break a fall.
- When the tire is replaced, students lower themselves to the ground. Assistance from spotters may be required. There is to be no jumping.
- You should stand directly behind participants, spotting and encouraging others to spot.
- Because of the physical difficulty of the high doughnut, it is helpful to have participants devise a mutually agreed upon plan and present it to you. You should not allow the event to be attempted until you feel the plan is safe and has a good chance of success.



Electric Fence

This event consists of cotton string secured between 2 trees 3½′ above the ground and a sturdy 8′ pole.

Performance Objective: To transport a group over an "electrified" wire or fence using only themselves and an 8′ pole

Instructions to Participants:

- All members of the group must go over the fence, landing gently on the other side.
- No aids are to be used except the members of the group and the pole.
- An "electric field" extends from the wire to the ground and cannot be penetrated.
- The two support trees which hold up the fence cannot be touched.
- If participants touch the fence, they are "electrocuted" and must attempt the crossing again. Any person touching someone who touches the fence must also return for another crossing.
- If the pole touches the fence, all those in contact with the pole are "electrocuted" and must attempt another crossing.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should be on each side of the fence.
- The spotters on the finishing side of the fence may assist people coming over the fence *after* they have crossed the fence.
- Jumping, running, pole vaulting, or throwing the participants over the fence is not allowed.
- You can best supervise this activity by standing near the fence on the finishing side and spotting the participants on both sides of the fence.
- It may be necessary to temporarily stop the event if there are not enough spotters on either side of the fence.
- Make sure that the electric fence is easily breakable cotton string.

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(Only those events which are italicized should be done with sixth grade students.)

Electric Tunnel

This event consists of an 8′ tunnel (drainpipe) 4′ in diameter. There are 4 wooden blocks (5″ x 2″ x 4″) for participants' use.

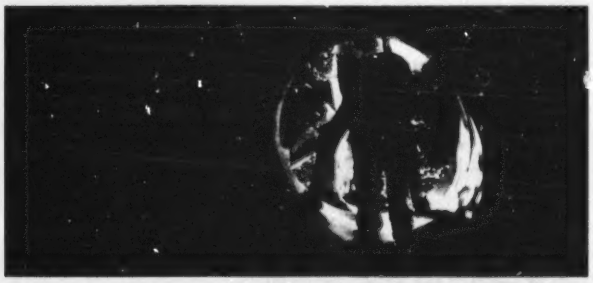
Performance Objective: To travel the length of the tunnel using only the four wooden blocks so that no part of the body touches the walls of the tunnel

Instructions to Participants:

- The object is to get through the tunnel without touching the walls of the tunnel.
- Four blocks are provided to get through the tunnel without being "electrocuted."
- Participants who are not in the tunnel should give encouragement from the far end and warn the person inside tunnel if he/she comes near the walls.

Safety Procedures and Teaching Hints for Instructor:

- Spot at the tunnel exit.
- The event can be made more challenging by using fewer blocks.



Fidget Ladder*

This event consists of a hammock-shaped rope ladder 18′ long with the rungs about 1′ apart. It is suspended between 2 trees, one end 2′ above the ground, the other 9′, and is attached so it can swivel.

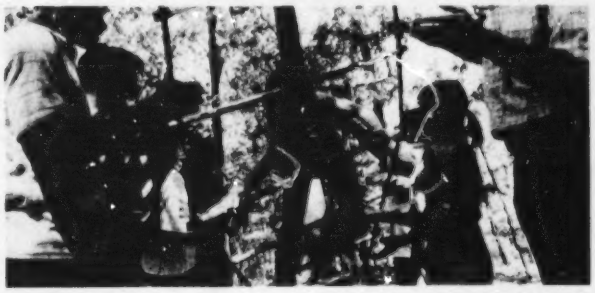
Performance Objective: To climb from the low end to the high end of the ladder

Instructions to Participants:

- The object is to stay on top of the ladder and climb it to the top rung.
- Use only hands and feet to climb on the ladder and place them at the end of rungs.
- If the ladder does flip, spotters will steady it so you can get back on where you fell off.
- When dismounting, tell spotters which side of the ladder you plan to slide off and roll gently in that direction.

Safety Procedures and Teaching Hints for Instructor:

- Steady the ladder while a participant is getting on it. You should spot at the head of the participant and keep a hand loosely on the ladder ready to keep it from flipping.
- A few falls are generally experienced before a participant gets a feel for the ladder.
- Spotting is not feasible or necessary at the low end of the ladder, but spotters should be placed on either side of the upper half of the ladder. They should stand sideways with arms extended toward the ladder and palms upright. Also caution spotters to be alert for flying feet.
- Lying or crawling on the ladder might be allowed with an individual or group having much difficulty.
- Keep in mind that this can be a very difficult and frustrating activity and should be attempted only with a good humored group which may not feel sufficiently challenged by many of the other activities.
- Difficulty may be increased by tightening the rope at the lower end of the ladder.



*Must be set up by Smith Center staff

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Fire Escape

This event consists of a delta shaped sliding board (representing a slanting roof) adjacent to two platforms, 6′ and 7′ from the ground, and a 10′ fireman's pole.

Performance Objective: To climb across the "roof," onto the platform and slide down the pole

Instructions to Students:

- Starting at the lowest part of the roof each participant must climb to the platform, get on, step to the fireman's pole, then slide down.
- While crossing the roof only one hand may be on the railing at a time. The other hand must be used to hold your pet hamster, which you are rescuing.
- The roof must be crossed on the knees and not standing on the feet.
- Once on the platform your pet hamster should be tossed to a friend (the instructor) before sliding down the pole.

Safety Procedures and Teaching Hints for Instructor:

- Have participants line up on the left in the order they will attempt the event.
- Place yourself at the top of the "roof" and near the platform where you can spot as each participant climbs from the roof to the platform.
- Move to the fireman's pole to spot as each participant slides down.

Flea Hop
(a.k.a. Stump Jump)

This event consists of a series of 6″ to 12″ diameter stumps or telephone poles buried in the ground, extending 12″ to 36″ above the ground, and irregularly spaced 2½′ to 4′ apart.

Performance Objective: To go from one end to the other leaping from stump to stump

Instructions to Participants:

- Each participant is to hop or jump from stump to stump, stopping at each long enough to allow spotters to move forward.
- Do not step or jump until the instructor indicates everyone is ready.

Safety Procedures and Teaching Hints for Instructor:

- Four spotters are needed, two on each side of the participant and two on each side of the stump the participant is jumping to. Alert spotters to the possibility of the participant's falling backwards.
- Insist that the participant not proceed until the spotters have moved forward and are ready.
- When a participant is jumping from a low stump to a high stump, caution spotters to be extremely alert to the possibility of his/her falling backward.
- You should always be ahead of the stump the participant is jumping to, with one foot braced against the base of the stump.
- This event can be made more challenging by requiring participants to jump with their feet together (flea hop) or turn around on the last stump and retrace their route.

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(Only those events which are italicized should be done with sixth grade students.)

Giant Spider's Web

This event consists of light string, intertwined, forming a "web" between 2 trees 6' apart. The web has various sized "holes," with bells attached at various points.

Performance Objective: To move participants through the web without touching strands, thus awakening the giant spider

Instructions to Participants:

- All participants must pass through the web one at a time without touching strands or ringing a bell.
- Each hole may be used only once.
- Trees cannot be touched.
- Participants cannot go under or over the web.
- Participants should help each other through the web without touching strands, but once through, they cannot return to the other side.

Safety Procedures and Teaching Hints for Instructor:

- Supervision is best done from the side opposite the group in the beginning, and then from the other side when half of the group is through.
- All participants should help in spotting or supporting the person going through the web.
- It will help for the group to decide which holes each participant will use and then count off the order in which participants will go through the web.

Hand Scramble

Participants stand in a tight circle placing both hands in the center to link with other members to form a knot.

Performance Objective: To untangle a small circle of people and form a large circle without losing contact with hands

Instructions to Participants:

- Form a tight circle facing inward.
- Place your right hand inside the circle to join with another person's right hand. ("Shake hands.")
- Place your left hand inside the circle and join with a person other than the one whose right hand you are holding.
- The group has to untangle itself without losing contact between hands. This may be done by going over or under arms.
- Although hands must remain in contact, pivoting hands is permissible.

Safety Procedures and Teaching Hints for Instructor:

- Advise participants not to weave their hands through the knot when initially reaching for another participant's hand.
- When a participant steps over arms, steady the person stepping and caution him/her to move slowly.
- Pay close attention to moves being made by participants to prevent wrists, elbows, and shoulders from being twisted.
- Encourage participants to look ahead and try to anticipate how one move will affect subsequent moves.
- To check to see if one large circle can be formed, designate one person to squeeze the right hand of the person whose hand he/she is holding. That person should then squeeze the left hand of person whose hand he/she is holding, and so on. When the left hand of the person starting is squeezed, one large circle can be formed if everyone's hands have been squeezed.

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Inclined Balance Beam**

This event consists of a slightly inclined log 10" in diameter and 14' to 20' long secured between 2 trees. Eight feet above the log is a steel cable which is secured to the trees at both ends and is used to attach a safety line to the participant.

Performance Objective: To walk up the inclined log and return to starting point

Instructions to Participants:

- You are to walk carefully along the inclined log to the upper end.
- When you get to the platform on the tree, you should rest and then return to the starting point.
- The line overhead is a safety wire and should not be held.
- Should you fall, you can get up (self-rescue) by pulling on the nylon sling with one hand as you work a leg and arm back over and around the log, pulling yourself into a position where you are lying on the log. From this lying position, the sling can be used to give added support while you get back to a standing position.

Safety Procedures and Teaching Hints for Instructor:

- Participants should not begin this activity until all knots have been checked and the carabiner has been attached to the safety wire and checked to be sure it is locked.
- Participants should walk in an upright position and not run.
- Be very positive and encouraging when talking to participants to help them feel comfortable and to increase confidence.
- The safety line may be used for support if it is needed when a participant is losing balance.

**Permission and assistance from the Smith Center staff needed to use this event

Jacob's Ladder*

This event uses a wire caving ladder, 35' long, secured to a tree limb about 30' off the ground.

Performance Objective: To have each student climb the ladder, climb over the limb, and return to the ground

Instructions to Participants:

- The object is to climb the ladder, go over the limb at the top, and come down the other side.
- You should climb the ladder sideways or with arms wrapped around the ladder and heels in each rung, pushing with your legs. This will reduce strain on the arms. The instructor will demonstrate this.
- If you get tired as you climb, you should pause and rest. You will be on belay so you cannot fall.
- You should not begin to climb until your belayer says "On belay!"
- When you are securely on the ground, the instructor will untie the belay rope.

Safety Procedures and Teaching Hints for Instructor:

- Make sure each participant is wearing a helmet.
- Tie belay rope to climber with bowline on a coil with a double overhand locking knot.

Safety Procedures for Smith Center Staff:

- Tie a girth hitch anchor to a tree or other fixed object using a tubular nylon sling tied with a water knot and two double overhand locking knots.
- Tie a swami belt around the belayer's waist with a water knot and two double overhand locking knots.
- Tie the belayer into anchor with locking carabiner, gate up.
- Make sure belay rope runs beneath carabiner.
- If a student feels really unable to climb over the limb, have him/her touch it and return to the ground.

*Must be set up and belayed by Smith Center staff

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(Only those events which are italicized should be done with sixth grade students.)

Log Ladder

The Log Ladder consists of two poles braced at a 45-degree angle against 2 vertical poles approximately 5′ apart. The 5 rungs vary from approximately 3′ to 5′ apart. There is a safety net under the 3 higher rungs.

Performance Objective: To proceed to the top, jumping from one rung to the next, and touch the highest rung of the ladder without using the sides

Instructions to Participants:

- Each participant should attempt to climb to the fourth rung of the ladder and touch the top rung.
- The two side poles should not be used for help in climbing.
- When you reach the top rung, lower yourself carefully into the cargo net and climb down slowly.

Safety Procedures and Teaching Hints for Instructor:

- Demonstrate and explain how the event is done.
- Place yourself between the first and second rung to aid the student in mounting and to be in position for spotting.
- Make sure each participant is wearing a helmet.
- The side poles may be used for support if a participant is having great difficulty or is losing his/her balance.

Magic Carpet

Participants line up in two rows facing each other with forearms extended to support one person in a prone position.

Performance Objective: To lie backwards on the hands of the group and be elevated and moved in a circle

Instructions to Participants:

- One at a time, you will hold your body rigid, lie back on the hands of the group, be raised in the air, and be taken on a magic carpet ride.
- The group should form two lines facing each other about 2 feet apart.
- The instructor will select one person to stand at the end of the line with his/her back to the group.
- As the person leans backward, the people in the two lines should extend their hands, lift the person from the ground, elevate him/her over their heads, and walk in a clockwise circle.
- When the person has been taken at least 360°, stop, and lower him/her to the ground feet first.

Safety Procedures and Teaching Hints for Instructor:

- After each person has been raised in the air, stand at the end of the two lines where you can support his/her head.
- Start with a lightweight person, and as confidence builds, select heavier participants.
- For especially heavy people, it may be beneficial to arrange the lines with the strongest participants in the middle or upper end of the line where more weight is concentrated.

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Marching Machine
(a.k.a. Crocodile Walk)

This event consists of 2 boards 8′ long with 7 to 10 ropes with peg handles attached about 1 foot apart on each board.

Performance Objective: To move together as a group from one point to another with no feet touching ground

Instructions to Participants:

- Using the two boards, the group must march from one point to another.
- Everyone must stand with one foot on each board facing the same direction.
- Feet must be in contact with the boards at all times.
- All ropes and handles must be held.
- If there are more participants than handles, space extra participants between participants with handles.

Safety Procedures and Teaching Hints for Instructor:

- You should spot from the front in case the first person falls.
- One can adjust the length of the rope by winding it around a peg, not around a wrist!

Moon Walk

This event consists of a 10-foot wooden A-frame with the bottom bar 1 foot from the ground. Ten 15-foot ropes are attached to the top.

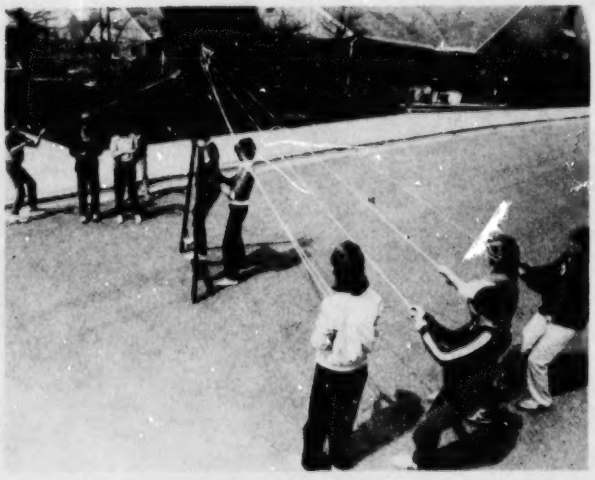
Performance Objective: To stand on the bottom bar of the A-frame and walk it forward with assistance from the rest of the team

Instructions to Participants:

- All participants but one will take a rope and position themselves around the A-frame, holding it upright.
- Each participant, one at a time, will stand on the bottom bar of the A-frame and walk it forward five steps with assistance from the rest of the team.
- All ropes must be held. None should be dragging.

Safety Procedures and Teaching Hints for Instructor:

- You are responsible for spotting, which is best done near one leg of the A-frame and slightly to the rear.
- Members of the team may switch places on the ropes if it is determined that extra strength is required in a critical position.



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(Only those events which are italicized should be done with sixth grade students.)

The Name Game (optional)

Participants are in a circle, facing each other.

Performance Objective: To be able to name all the members in a group

Instructions to Participants:

- The object is to learn the names of everyone in the group.
- Form a circle facing in, either sitting or standing.
- Beginning with the instructor, everyone says his/her name and a word to associate with it, such as a rhyme (e.g., Jeff, the ref), a country or state (e.g., Texas Ted), an animal (e.g., Bill, the bull), or anything of your choice (e.g., Joe Cool).
- Continue around the circle until all participants have had a chance to introduce themselves and repeat all names and associations of the people before them. The instructor should repeat all names at the end.

Teaching Hints for Instructor:

- Introduce yourself first with an appropriate word association.
- If anyone in the circle can't rhyme his/her name or think of an association, state, etc., have the rest of the participants help out.

*Nitro Crossing**

This event consists of a 25' manila rope which is tied to a real or simulated tree limb. The rope, which is 1" in diameter, is tied to the limb so that the bottom is about 30" from the ground. A large knot is tied at the bottom of the rope.

Performance Objective: To transport all members of the group and a container, which is three-quarters full of "nitroglycerin" (water) across a real or imaginary stream about 20' wide, using a swinging rope

Instructions to Participants:

- Everyone and the can of "nitroglycerin" must get to the other side of the stream using the rope.
- Participants must first get the rope, using a dead stick or whatever group members have with them. They may not step into the stream in doing so.
- No more knots may be tied in the swinging rope.
- If any of the "nitroglycerin" is spilled, the group must start again.

Safety Procedures and Teaching Hints for Instructor:

- When a real stream is used, the instructor should spot from the far side of the stream.
- When an imaginary stream is used, two spotters should be on each side of the crossing. The spotters on the finishing side of the crossing should be ready to help people who are swinging across. After two team members have crossed, they should become spotters and allow the original spotters to join the group and swing over the open area. Supervision is best accomplished from the middle of the open area.
- Encourage participants who may have difficulty supporting their weight with their arms to sit on the knot when swinging across. This will require some assistance from other members of the group and should be demonstrated.
- Do not allow participants to break limbs from trees for sticks to get the rope.

*May be used with sixth grade students only in warm weather.

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Pass and Go Balance Beam

This event consists of a horizontal pole about 12" in diameter and 30' long secured on posts 2' above the ground.

Performance Objective: For two members of the group, starting from opposite ends of the beam, to walk toward each other, pass near the center, and continue to the other end without falling

Instructions to Participants:

- Starting at each end of the beam, two participants will walk to opposite ends of the beam.
- Participants must use only each other for aid in passing.
- Participants' feet must not touch the ground; if they do, the participants must begin again.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should be on each side of each participant and move along with them.
- Participants should be helped on and off the beam.
- As participants pass each other on the beam, each set of spotters should remain in place, and then return with the other participant to the same end of the beam.
- Let each set of participants decide the best method of passing each other on the beam.

Reactor Reload

This event consists of 2 pedestals, each 1' high, and placed 9' apart. A large can is placed on each pedestal. One can is at least half full of "radioactive" water. An octopus-like device with 10 arms made of bicycle inner tubes threaded with rope is attached to an expandable inner circle. Each arm is 6' long with a handle on the end.

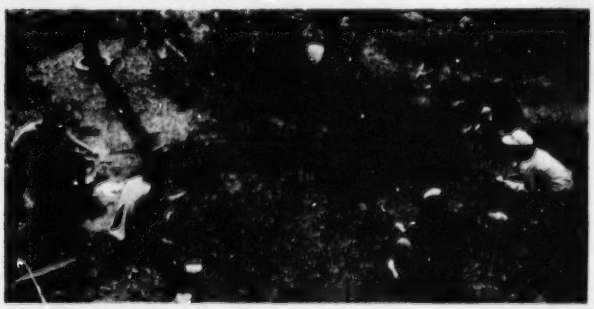
Performance Objective: To transfer the "radioactive" water from one container to the other without spilling any or getting within 5' of the water, using only the octopus-like device

Instructions to Participants:

- The team must use the octopus-like device to lift, carry, and pour the water from one can into the other without spilling any.
- Form a circle with each member of the team holding at least one arm of the octopus-like device. No arms should be left dangling.
- Hands must remain on the handles throughout the event.
- Do not stand within 5' of the can of "radioactive" water.
- Participants may change their positions as long as they remain holding the same handles.
- The empty can should be put back on the empty pedestal and released at the end of the event.
- The octopus-like device should be left with arms spread out in a circle on the ground for the next team.

Safety Procedures and Teaching Hints for Instructor:

- Encourage participants to consider how they are going to accomplish each aspect of the event before beginning.
- If the water is spilled, refill the can and begin the event again. (A large bucket of water is kept nearby to refill the can when necessary.)



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Rim Walk

This event consists of 10 stumps ranging in diameter from 6½" to 10" which protrude about 1' from the ground and are arranged in a circle.

Performance Objective: For all members of the group to walk completely around the "rim" in the same direction and end up on their original stumps, without falling into the "crater"

Instructions to Participants:

- Each participant must select a stump and stand on it facing the center of the circle.
- Together everyone must *walk* around the rim in the same direction without falling off, stepping on each stump along the way.

Safety Procedures and Teaching Hints for Instructor:

- You should spot in the center of the circle, follow the action, and attempt to prevent falls.
- Tell participants to be sure they are secure on one stump before attempting to move to another.
- If participants do not choose to hold hands and move as a group supporting each other, allow only one person to move at a time, so you can spot more effectively.

Roly Poly

One 4' x 8' sheet of plywood with 5 holes cut into the wood just large enough for 5 large balls to sit in. There is a short wooden lip around the sheet of plywood.

Performance Objective: To maneuver the board until each of the five balls is balanced in a hole

Instructions to Participants:

- The entire group must lift the roly poly off the ground.
- By raising and lowering edges of the board, you must maneuver the balls until all five are lodged in holes.
- All group members must have both hands on the edge of the board.
- You may not touch the balls with any part of your body or blow on them.
- If any ball falls off, the instructor will replace it.

Safety Procedures and Teaching Hints for Instructor:

- Encourage the group to communicate and cooperate. A little movement can make the ball roll fast.
- As the group gets involved, participants may have a tendency to keep raising the board, and eventually the shortest people will be left out. Remind them to lower the board when you see this happening.
- Begin with one ball, and as the group gets the knack of how to do it, place the other four balls on the board.

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Steeplejack

This event involves the use of a 6½′ flat-topped pole, 12″ in diameter and standing upright.

Performance Objective: To climb to the top of the pole, sit on it, and return to the ground, feet first

Instructions to Participants:

- Each participant must attempt to climb to the top of the pole without using any aids.
- From the top of the pole, lower yourself to the ground. Do not jump from the top of the pole.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should stand behind the participant at the base of the pole, keeping arms up, ready to prevent a fall.
- Spotters should also surround the pole to prevent or break a fall from the top.

Swinging Balance Beam (short/long)

This event consists of a horizontal log, 10″ to 12″ in diameter, 10′ to 14′ long, 1′ to 2′ off the ground, and suspended by ropes between 2 trees.

Performance Objective: To walk from one end of the beam to the other without falling off

Instructions to Participants:

- Each member of the group will attempt to walk the beam from one end to the other and back again.
- At the end of the event, step slowly off of the beam.
- At least two spotters should be on each side of the beam and move with the participant along the beam. Spotters must be sure to stay with the participant.

Safety Procedures and Teaching Hints for Instructor:

- The participant should be spotted on and off the beam. No jumping on or off the beam is allowed.
- Spotters should be careful not to interfere with the swinging beam or get between the beam and the tree.
- You should assist with spotting and be sure to keep spotters moving with the participant.
- If the beam is moving too much, *you* should stop it from swinging.

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(Only those events which are italicized should be done with sixth grade students.)

Tire Mountain

This event consists of a pole, 10′ high, secured vertically in the ground. Tires are stacked over the pole all the way to the top. A "treasure" is located in a can at the top.

Performance Objective: To climb to the top of the stacked tires and retrieve one of the pieces of treasure without revealing what the treasure is

Instructions to Participants:

- The object of this event is to climb to the top of Tire Mountain one at a time.
- Once at the top, you must retrieve one of the pieces of treasure and climb down without revealing what it is.
- Climb down all the way to the ground. No jumping is allowed.

Safety Procedures and Teaching Hints for Instructor:

- Do not allow this activity to begin until you have checked the top tires to see that they are secure.
- Instruct the participants to have three contact points at all times, i.e., two hands and one foot or one hand and two feet.
- Spotters should keep arms up, move with the climber, and be ready to break a fall.
- You should be standing directly behind participants, spotting and encouraging others to keep their attention on the climber.
- For variation, encourage students to climb different "faces" of the mountain.
- If "treasure" is candy wrapped in paper, remind participants not to litter.

Tire Traverse

This event consists of about 10 used car tires, attached by ropes to a horizontal cable 12′ high and stretched between 2 trees. The tires are spaced between 3′ and 4′ apart and approximately 3′ to 4′ above the ground.

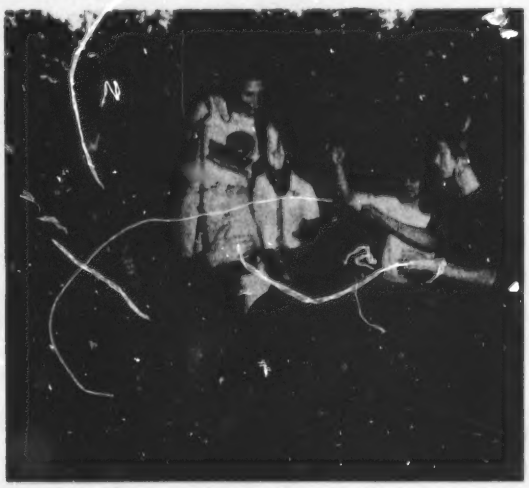
Performance Objective: To proceed from the starting point to the end using only the tires

Instructions to Participants:

- One at a time, each participant will attempt to go from one end of the string of tires to the other without touching the ground.
- The horizontal cable may not be used.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should be stationed on each side of the participant, some in front and some alongside.
- Be sure to spot the participant while he/she is climbing on and off the tires.
- Spotters should be alert to protect themselves from the swinging tires.
- Three different methods of traversing the tires may be used: stepping inside the tires, stepping on top of the tires, and crawling through the tires.
- Caution participants to be careful not to get their feet stuck in the tires when using the first method.
- Another way to use this event is to have each participant sit on a tire and then attempt to pass an object weighing about 5 pounds from one end of the line of tires to the other. Only one hand may be used to pass the object. The other must be used to hold on to the rope. When done this way, the event is called "The Bomb."



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Triangle Traverse

This event consists of ½" cable strung around 3 trees to form a triangle. Two balance ropes are tied to one tree and are long enough to be held by the participants as they traverse all three sides of the triangle.

Performance Objective: For two participants to walk on the cable around the triangle at the same time

Instructions to Participants:

- The object of this event is to walk on the cable around the triangle using the rope to help you keep your balance.
- Two at a time, you will start on opposite sides of the tree with the ropes attached to it and begin walking.
- When you come to the trees, you may touch them and go behind or in front of them.
- As you move around the triangle, you will meet the other participant and work out a way to pass. Passing must take place on the middle leg of the triangle.
- A really important part of this event is spotting. At all times, there must be a spotter on each side of the cable and *between* the person on the cable and the tree to which the rope is attached. When the participants pass, the spotters should stay where they are, and then spot for the other person as they return to the starting place. You may not hold onto the participants to help them walk but may encourage them verbally.

Safety Procedures and Teaching Hints for Instructor:

- Make sure spotters are alert and placed appropriately. Demonstrate how to walk on the cable and take a couple of controlled falls to test spotters while giving instructions.
- More than two spotters per participant should be used if available. The third spotter should straddle the cable between the participant and the starting tree.
- Stand in the middle of the triangle near the base of the tree with ropes attached, so you can follow the action of both participants and be ready to back up spotters in an emergency.
- If both participants are having difficulty, stop them before either attempts the last (and most difficult) leg of the triangle and require them to do it one at a time. This will give you an opportunity to back up each set of spotters.
- Give encouragement and helpful suggestions if participants are having difficulty.
- Be sure participants hang ropes on hooks at the end of the event.

Traffic Jam

This event has 7 to 11 one foot square plywood boards placed in a curved line at irregular intervals, ranging from 1′ to 2′.

Performance Objective: For all students to exchange positions on the boards

Instructions to Participants:

- All members stand on a square facing the middle square, which is left empty. Everyone on one side of the empty square must move to the other side of the empty square and vice versa.
- Two people should exchange places at one time with the help of other participants.
- Not more than two feet may be on the same square at the same time.
- If a participant touches the ground or if more than two feet are on the same square at the same time, everyone must return to his/her original square to start again.

Safety Procedures and Teaching Hints for Instructor:

- Be sure there is one more square than there are participants. Remove extra squares.
- This is a good activity to use at the beginning of the course because it is low risk, but begins to build trust by allowing a small amount of body contact when people are passing each other.
- If the group has to start over several times, have participants choose new squares so that the same participants won't be monopolizing the action

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(Only those events which are italicized should be done with sixth grade students.)

Trust Circle (essential)

Participants stand in a tight circle, facing in, with one person in the center.

Performance Objective: To stand in the center of a circle, fall and be caught, and then be moved around the circle by other members of the group

Instructions to Participants:

- One at a time you will stand in the center of the circle with your feet together, arms folded, and body rigid, and fall back. Other members of the group will catch you, and then *gently* push you in another direction, where other members will catch you.
- Form a tight circle facing the instructor in the center.
- Place your hand up, about chest high, with palms forward. Stand with your feet apart, one in front of the other.
- The people in the center may start with eyes open, but after feeling some confidence in the group, he/she should close eyes.
- This will be repeated until all members of the group have had a chance to be in the middle long enough to develop confidence and trust in other members of the group. The instructor decides how long each person should stay in the circle.

Safety Procedures and Teaching Hints for Instructor:

- You should be the first participant so you can demonstrate what is expected of other participants and see that everyone is following directions properly.
- Do not allow the participant in the middle to start until you are sure everyone is ready. It is a good idea to have her or him say "Falling!" before beginning.
- Make sure the person in the middle remains rigid and keeps his/her feet together. If the person has difficulty falling, have the group move closer, even touching the person if necessary, and then move back as confidence builds.
- Do not allow the person in the middle to be passed around too quickly.
- Maintain a serious attitude within the group. Stop the activity if the group stops following directions or gets silly. This event sets the tone for all subsequent activities, and it is most important that it be conducted properly.
- In stressing the importance of conducting this event properly, you might explain that its secondary purpose is to learn spotting techniques that will be needed in carrying out other events.

Trust Fall

Two rows of participants are lined up shoulder to shoulder facing each other with arms extended, bent at the elbow and parallel to the ground. Palms are flat and facing upward with forearms alternating with the opposite person. One at a time, participants fall backward and are caught by the rest of the group.

Performance Objective: To fall backward from a 3′ high platform and be caught between 2 lines of participants below

Instructions to Participants:

- The object is to fall backwards into the arms of fellow participants.
- Form two equal lines, shoulder to shoulder, with the lines about 2′ apart and facing each other.
- Extend your forearms, bent at the elbows and parallel to the ground, with palms up. Arrange your arms so that your right arm is next to the left arm of the person on your right, your left arm is next to the right arm of the person on your left, and the two persons opposite you each have an arm between your arms.
- When you are the person falling, you should get up on the platform carefully and stand with your back to the group, arms folded tightly across your chest and kept folded as you fall. Your eyes may be closed or opened.
- Keep your body rigid and fall over backward into the waiting arms of the rest of the participants.
- Do not start falling until told to do so by the instructor.

Safety Procedures and Teaching Hints for Instructor:

Note: In this trust-producing initiative, participants put their safety and trust directly and completely in the hands of their fellow participants. It is an exhilarating experience and can do much to foster feelings of confidence and trust. Conversely, if a participant is accidentally dropped for any reason, it can be very dangerous and a terrible step backward for that person as well as the total group. For this reason, the utmost care must be taken to ensure the success of this event for each participant. Unless you feel confident of success, do not have the group attempt it.

- Participants facing each other should be close enough to ensure that the person falling will not slip through their arms.
- Stronger participants should be put in the middle positions where they will be catching the heaviest part of the falling participant.

Two-Line Bridge

This event consists of 2 parallel ½" cables, one about 5' above the other, strung between 2 supports 20 or more feet apart to provide a bridge.

Performance Objective: To traverse the bridge from one end to the other

Instructions to Participants:

- The object is to cross the stream by sliding hands on the top cable and feet on the bottom cable one at a time, maintaining four points of contact at all times.
- Go all the way to the far side before stepping off the bridge.
- Spot one another onto and off the bridge.

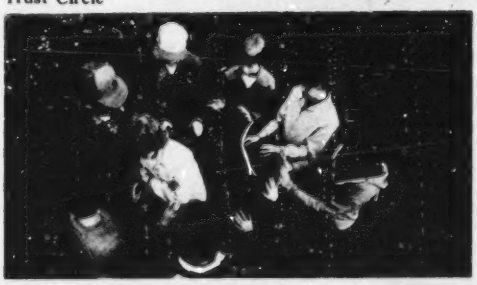
Safety Procedures and Teaching Hints for Instructor:

- Demonstrate the proper technique for traversing the bridge with head in front of the top cable. Emphasize sliding hands and feet along cables rather than lifting them.
- Although some participants may hesitate to try this, it is an easy event to accomplish, so much encouragement should be provided, if necessary, to get started.
- If necessary, emphasize that no bouncing on cable is allowed.

- Make it clear to the person falling that he/she must remain rigid when falling and not bend at the waist or knees and sit down. To stress the importance of this, explain that being rigid allows the weight of the falling person to be spread out over all arms doing the catching. To sit down or bend at the waist causes all of the falling person's weight to be concentrated on the arms of just a few catchers.
- Impress upon participants that it is essential that they keep their arms folded tightly so as not to hit spotters when falling.
- The thrill of falling often leads to loud animated discussion among members of the group. This can distract the spotters' attention, so it is up to you to keep noise and distractions to a minimum and see that all eyes and attention are on the falling person.
- Because this initiative is potentially dangerous and may cause fear, it requires a serious attitude and may also require considerable encouragement from you and the rest of the group. It should not be attempted until you are well acquainted with members of the group and certain that it will be done safely.
- The best position for maintaining control is at the head of the line opposite the falling person, so that you may view the position of arms and the location of the catchers relative to the person falling and see that the path of the fall is lined up correctly.

Trust Fall

Trust Circle



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(Only those events which are italicized should be done with sixth grade students.)

Up and Over

This event consists of two vertical telephone poles, 10′ high and 10′ apart, secured horizontally by a third telephone pole. A cargo net is attached in the middle of the poles.

Performance Objective: To climb up one side of the net, go over the top pole, and climb down the other side

Instructions to Participants:

- Each participant will climb up one side, over the top, and down the other side, one at a time.
- The two side poles should not be used for help in climbing.
- The rest of the group will divide in two with half on each side of the net to spot for the person who is climbing.

Safety Procedures and Teaching Hints for Instructor:

- Emphasize the importance of keeping eyes on the climber at all times, especially when he/she is crossing over the top of the net.
- This event is best directed from the ground. You should move so as to be on the same side of the net as the climber, backing up spotters.
- If the participant is having difficulty getting over the top, direct him/her to the side where the net is closer to the top pole.

*Wall (low/*high)

This event consists of a wooden wall between 8′ and 12′ high and 8′ wide. Horizontal planks are used as steps in the back.

Performance Objective: To get all the members of the group over the wall

Instructions to Participants:

- Starting in front of the wall, all members of the group must be gotten up and over the wall.
- A participant who has gone over the wall cannot walk back around to assist others. Assistance can be given only if the participant goes back over the wall to help and then scales it again at the finish.
- No aids are allowed in getting over the wall. Clothing may not be removed and used as a sling. However, a participant may grab another participant's belt, pants, shoes, etc., in attempting to scale the wall.
- The sides of the wall may not be used for assistance.
- In descending the wall, a participant must use each step to climb down. Jumping is not allowed.
- There may be no more than two people on top of the wall helping other members of the group. This number does not include participants who are in the process of going over.
- To assist a climber, no one may lean over the wall unless his/her legs are on the back step and are firmly anchored.
- A participant's head may never be lower than the rest of his/her body.

Safety Procedures and Teaching Hints for Instructor:

- At least two spotters should be in back of the wall to spot participants descending the wall.
- You can best supervise this activity by backing up the spotters and moving with the action from front to back.
- Everyone not actively assisting the climber should be spotting.
- A new climber should not start up the wall until the preceding one is safely down the other side.
- This is the one event where running and jumping may be allowed (with the last climber).
- To assist the last climber, a person may hang from the top if his/her armpits are over the top and his/her arms are supported by two other people.
- You may want to provide some subtle physical assistance getting the last person over the top.

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Water Wheel

This event consists of a 5′ spool suspended 3′ off the ground. Nine rungs, evenly spaced, are secured to the inside rims of the spool.

Performance Objective: To move the entire group over an imaginary 6′ wide stream using only the water wheel

Instructions to Participants:

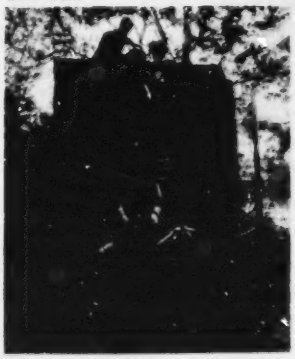
- The object is for everyone to cross the "stream" using the water wheel.
- Only one person at a time may be on the wheel.
- The rest of the group should help by holding or moving the wheel or spotting.
- No one may step in the "stream" running under the wheel.

Safety Procedures and Teaching Hints for Instructor:

- At least two spotters should be placed on either side of the wheel at all times. Do not allow the group to attempt something unless adequate spotting can be provided.
- Caution participants to plan thoroughly, since this activity involves a moving wheel, which is heavy and may move when one least expects it.

Water Wheel

The Wall



Welcome Aboard

This event consists of 2 platforms each 3′ square, one higher than the other, and a rope tied to a tree limb about 15′ high. The bottom of the 1½″ rope is 2′ from the ground, with a loop at the bottom.

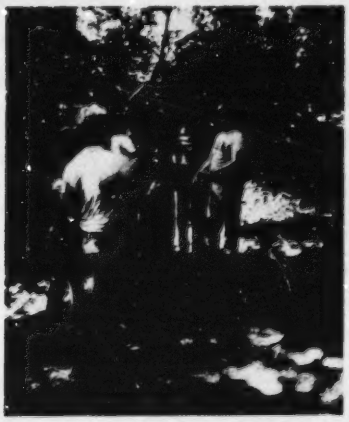
Performance Objective: For each member of the group to swing from one platform to the other and remain until each group member has been "welcomed aboard"

Instructions to Participants:

- Everyone must get from one platform to the other using the rope.
- Participants may not step off the two platforms.
- Once they swing to the other platform, participants must remain standing on the platform until all members arrive. If participants fall off, they must return to the original platform and go again.

Safety Procedures and Teaching Hints for Instructor:

- You should spot between the platforms, following each participant to the receiving platform and remaining behind the person until he/she is securely upright to avoid the possibility of a backward fall.
- Encourage participants who may have difficulty supporting their weight with their arms to use the loop to stand in while swinging across. This will require some assistance from other members of the group and should be demonstrated.
- You may want to allow participants to swing back to the original platform if their enthusiasm leads them to request this. It is easier to swing from the higher platform to the lower so this is usually done first.
- This event is a good warm-up for the Nitro Crossing.
- You can help build team spirit by having everyone on the second platform shout "Welcome Aboard!" in unison as each group member arrives.



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